

EDC 586: Problems in Education - Teaching and Learning with Digital Technologies

(Short title for Transcripts): **Tchg/Lrng-Dgtl Media**

Lead Instructor: Dr. Julie Coiro

Office: 615 Chafee, URI Kingston Campus

Email: jcoiro@mail.uri.edu

Institute Wiki: <http://dliuri2013.wikispaces.com/home>

Date: Summer 2013 (July 14-19, 2013)

Location: URI-CCE Campus, Providence, RI

Credits: 3 graduate credits

Course Description: This course focuses on how literacy is changing as a result of emerging media and technologies. Participants will learn how to conduct project-based inquiry using a variety of digital tools to create challenging and engaging learning opportunities for their students.

Extended Course Description: This intensive six-day course uses an institute model to focus on how literacy is changing as a result of emerging media and technologies. Students will learn how to conduct project-based inquiry using a variety of digital tools, which will help create challenging and engaging learning opportunities for you and your students. Each morning will offer an inspirational keynote presentation by scholars in the field and follow-up extended learning sessions for digging deeper into topics related to online reading, digital literacy in school and academic librarianship, media literacy and critical thinking across the curriculum, online learning, the role of popular culture and print, visual, sound and digital media in the lives of children and adolescents, and new forms of authorship, composition, collaboration and sharing. In the afternoon, students engage in hands-on learning by doing, choosing from a range of Cool Tool and Hot Topic sessions that weave TPACK principles into thinking about digital learning spaces. Learn how to use technologies such as blogs, wikis, collaborative writing tools, video production, informational websites, Smart boards, iPads, and personal learning environments (PLE's) to foster online learning, critical thinking, creativity and engagement.

At the end of each day, students will work with others toward creating an innovative instructional plan that incorporates interdisciplinary content and new literacies prompted by emerging technologies. On the final day, projects are shared in an exciting gallery walk with the whole group along with plans for next steps. Participants who decide to earn optional graduate course credit will complete an additional assignment before and after the institute.

Organizers/Presenters for Summer 2013:

- **Faculty:** Julie Coiro and Renee Hobbs, University of Rhode Island
- **Workshop Leaders:**
 - Rhys Daunic, The Media Spot, Brooklyn, NY
 - Michele Schira-Hagerman, Michigan State University
 - Hiller Spires, North Carolina State University
 - Jonathan Friesem, University of Rhode Island
 - Mary Moen, University of Rhode Island
- **Special Keynote Presenter:** Doug Rushkoff of Codacademy.com and author of *Present Shock* and *Program or Be Programmed*

Course Readings

All institute readings will be posted on the website before the beginning of the course at <http://dliuri2013.wikispaces.com/Additional+Course+Assignments>. Most readings will align with the Digging Deeper sessions, which will be the common threads of the course.

Optional Texts

Hobbs, R. (2011). *Digital and Media Literacy: Connecting Culture and Classroom*. Thousand Oaks, CA: Corwin Press.

Shelly, G.B., Gunter, G.A., & Gunter, R. E. (2012). *Teachers Discovering Computers: Integrating Technology in a Connected World* (7th Ed.). Boston, MA: Course Technology, Cengage Learning.

COURSE OBJECTIVES

Course evaluation is based on your participation and success in the following learning opportunities:

- Discuss and reflect on **how literacy is changing** as a result of media and technology and the implications of this cultural and technological shift for teaching and learning at all levels as demonstrated through facilitated conversations during the week (e.g., Digging Deeper Sessions, Hot Topic Roundtables, Collaborative Conversations) and written responses to reflective prompts.
- Discuss and reflect on the **purpose and application of various digital tools and technologies** that might be used to enhance teaching, learning, and creative response in a range of formal and informal settings as demonstrated by conversations during afternoon Cool Tools/Hot Topics sessions.
- Apply **knowledge and skills in using digital texts, tools and technologies** as demonstrated through hands-on practical use in daily Digging Deeper, Cool Tools, and Design Studio sessions and the completion of a Cool Tools Review and Application Plan (see assignments for details).
- Engage in **phases of project-based inquiry and curriculum design** using digital texts, tools, and technologies as demonstrated by your ability to:
 1. **Compose a Project-Based Instructional (PBI) Plan.** This is a creative media project, contextualized lesson or unit plan in which you put one or more multimedia texts, tools and technologies into action as an instructor and foresee having your students engaging in activities using these resources for specific learning purposes (see Assignments for more details).
 2. **Create a technology product** that will assist and enhance the teaching of your plan.
 3. **Create a technology product** that will represent a model or example of the type of technology product your students might create as a part of your instructional plan.
- **Build new networks and create new visions for “doing” education** in changing and challenging times as demonstrated through facilitated daily conversations over the course of the week (e.g., Digging Deeper Sessions, Hot Topic Roundtables, Collaborative Conversations). During these collaborative conversations, you will engage with individuals across a range of educational and media communities to develop an understanding and appreciation of the particular needs, concerns, and contributions of individuals including, but not limited to, educators in K-12 and higher education settings, reading specialists and literacy coaches, school and public librarians, parents, media professionals, media literacy leaders, and ed tech entrepreneurs.
- **Reflect on your experience as a learner** and the **challenges of implementing project-based inquiry** with digital media and new technologies in a variety of settings as demonstrated in a closing reflection and formal reflection paper.

DAILY SCHEDULE OF ACTIVITIES (may vary daily)

Sunday (July 14)

- **12:30-4:45PM** ~ Opening Activities for Participants Taking for Graduate Credit
- **5:00-7:00PM** ~ Kickoff and Team Formation

Monday (July 15-19)

- **8:30-9:00** ~ **Daily Warm-Up Activities** to build collaboration and teamwork
- **9:00-10:15** ~ **Looking Up and Out** Keynote Presentations and follow-up Q&A
- **10:15-10:30** Break
- **10:30-12:00** ~ **Digging Deeper Sessions:** A deep dive into important topics
- **12:00-12:30** ~ **Lunch**
- **12:30-1:15** ~ **Collaborative Conversations Across Topics:** Facilitated small group discussions on special topics of concern to build understanding across communities
- **1:15-3:00** ~ **Cool Tools and Hot Topics:** 6-10 simultaneously running small-group presentations focused on demonstrating a range of digital tools and technologies;
- **3:15-4:45** ~ **Design Studio:** Students work with others toward creating an innovative instructional plan that incorporates interdisciplinary content and digital literacies prompted by emerging technologies.
- **4:45-5:00** ~ **Daily Wrap-Up** (Finish at 2PM on Friday)

PROGRAM STRUCTURE

Morning Warm Up to Creative Collaboration. We'll begin each day with engaging creative and collaborative activities that will deepen your relationships with faculty and participants and get your creative juices flowing.

Looking Up and Out Keynote Presentations and Digging Deeper Sessions. Mornings at the Institute will include inspirational and informational keynote presentations and follow-up extended learning and discussion for digging deeper. Topics for the week are as follows:

- **Monday Keynote:** Digital Pedagogies for Curriculum Design (Renee Hobbs and Julie Coiro)
Digging Deeper: Applying Digital Pedagogy in Practice
- **Tuesday Keynote:** Digital Culture and Implications for Education and Inquiry (Doug Rushkoff)
Digging Deeper: Online reading comprehension and collaborative inquiry (Julie Coiro and Michelle Schira-Hagerman)
- **Wednesday Keynote:** Digital Authorship and Making as Learning (Renee Hobbs)
Digging Deeper: Exploring Creative Synthesis and Production (Hiller Spires and Rhys Daunic)

Cool Tool Workshop Sessions. Get plenty of hands-on learning-by-doing, choosing from a range of hands-on workshops where you explore technologies for learning including the following:

<p>Monday</p> <ul style="list-style-type: none"> • Mindmeister • Wonderopolis and Evernote • Google Drive • Polls for Formative Assessment • Screencast-O-Matic <p>Tuesday</p> <ul style="list-style-type: none"> • Gooru Online Inquiry Spaces • iMapBook • iMovie • Goodnotes • Remixing with Popcorn Maker, Meograph, and Storify 	<p>Wednesday</p> <ul style="list-style-type: none"> • Storybird and Digital Storytelling • iCreate SAM software • Animoto • Media Literacy and Loilo Note • Creating Infographics with Infogr.am <p>Thursday</p> <ul style="list-style-type: none"> • Celly and Cell Phones for PD • Symboloo & Personal Learning Environments • Google Hangout • CodeAcademy • Google Sites
--	--

Hot Topic Roundtable Sessions. Discuss larger issues surrounding the changing nature of literacy in a digital age while engaging with classroom teachers, community media makers, and researchers from around the world.

<p>Tuesday (Inquiry and Online Reading)</p> <ul style="list-style-type: none"> • Media Literacy for Young Children • Digital Literacy Artifacts • Reading the World • Pros & Cons of Wikipedia • Social Media & Civic Engagement • Web Portfolios • Authentic Spaces for Assessing Online Inquiry • Inanimate Alice Online Narrative 	<p>Wednesday (Authorship & Making as Learning)</p> <ul style="list-style-type: none"> • Powerful Voices • Public Service Announcements • Poetry and Digital Writing • Flipped Professional Development • Web Media & Community • Ebooks & Prof. Learning Communities • Addressing Cultural Gaps with Digital Media
---	--

Design Studio. Work with others toward creating a creative multimedia project and/or innovative instructional plan that incorporates interdisciplinary content and new literacies prompted by emerging technologies. At the end of the week, share your plans and projects in an exciting gallery walk with the whole group and plan your next steps.

ASSIGNMENTS

Project-Based Inquiry (PBI) Plan. *[All summer institute participants complete this project.]*

Both students and teachers can learn by creating with digital texts, tools and technologies. In this assignment, you will plan a media/technology project that will assist and enhance your teaching. You'll work with another Institute participant to collaboratively create an example of the type of project your students might create as part of your instructional plan. Using the stages of project-based learning, you'll identify a compelling question, gather and analyze information, develop a creative synthesis, reflect and receive feedback on your work, and revise and publish the work. Decide what digital texts, tools and technologies are most appropriate for your work. Focus your project idea so that you can complete it within the tight time frame of the institute. Consider how you will distribute or share your message to the target audience and develop a written pre-production plan. After getting feedback from a workshop leader, spend time in the Design Studio to compose your project by working collaboratively with a partner.

Write a Pre-Production Plan. The production plan identifies the genre or type of message you will create and briefly describes the key message content. You also describe the specific target audience and purpose of the message (informative, entertaining, persuasive). What techniques will be used to attract and hold audience attention? What values will be communicated through image, language and sound? Create a document that helps the reader visualize the project before you create it. Post this plan to your wiki page. (20 points)

Write an Instructional Plan. Your plan should use the Digital Literacy Curriculum Framework to describe the context of your learning environment, the learning objectives for your unit/lesson, the materials and resources to be used, the timetable, an outline of key teaching points, the role of the media/technology project in the overall unit/lesson and your assessment plan. Post this plan to your wiki page. (70 points)

Compose your Project and Two Products. Produce your project and two products (one for teaching, one example of student product) using whatever media/technology tools you need. Learn new skills "just-in-time" when you need to use them with support from project mentors. Receive warm and cool feedback on your draft and then publish to the course wiki. Include a brief description of your specific contributions to the project in relation to the work of your partner. (45 points – 25 for teacher product; 20 for learning product)

Post-Production Reflection. Participate in an oral reflection and debriefing process where you describe the creative process, what you learned about yourself, and how you will implement this project in working with your own students. (20 points)

II. Digital Literacies Institute Opening Survey and Closing Reflection: *[All summer institute participants complete this project.]*

Prior to and following the institute, *all participants* will be responsible for completing a brief survey about the quality of the learning experience. *Those receiving graduate credit* will have additional reading assignments before the institute and will compose a formal reflection paper at the end. The questions you should respond to in your reflection are available on the wiki (50 points). *Due no later than Monday, August 5, 2013 at 5PM.*

III. Cool Tools Review and Application Plan. *[This assignment is required for those receiving graduate credit.]* On the wiki, write a review and reflection of the Cool Tools sessions you attended. Describe the tools, imagine a specific application that could be relevant to your learning environment, and consider both affordances and constraints of using this tool for your specific learning purpose. Describe a lesson or unit plan in which you put at least one of these tools into action as an instructor and foresee having your students engaging in activities using these tools for content specific learning. Use the Digital Literacy Curriculum Framework (Flower Model) to guide your thinking. Upload your writing to the wiki. (20 points) *Due no later than Monday, August 5, 2013 at 5PM.*

FEES, DUE DATES, AND SCHEDULE OVERVIEW

Fees

- *Registration:* \$600. Includes all program materials, opening reception, daily refreshments, and one ticket to the gala dinner on Wednesday evening. Only workshop presenters receive a tuition waiver. To promote collaboration, participants are encouraged to register with a colleague. Two participants from the same organization pay \$1000 (a cost-saving of \$100 per person).
- *Earn 3 Graduate Credits:* To receive graduate credit, URI graduate students pay a flat fee of \$990 (summer institute tuition is waived.) Non-URI students pay \$990 to enroll in EDC 586: Problems in Education: Special Topics.
- For URI transcript information, please email Christine P. Dolan at christine@uri.edu or call 401-874-4108.

Due Dates

All participants will post their assignments (see page 4 of syllabus) at the appropriate location on the wikispace and send an email to the instructor (Julie Coiro at jcoiro@mail.uri.edu) when all assignments have been uploaded (and no later than August 5, 2013). Grades for participants who register for graduate credit will be submitted to the University of Rhode Island, and certificates will be mailed to those who have completed all of the course requirements by the end of August.

Each assignment is worth a number of points. The total possible points earned for this class is 265 points. The points earned for each assignment divided by the total number of possible points will yield a percentage. Grades will be assigned to percentages as follows:

94-100% = A	90-93% = A-	87-89% = B+
84-86% = B	80-83% = B-	77-79% = C+

Overview of Schedule (See next page)

Basic Overview of Schedule

(please refer to each day's schedule on the wikispace at <http://dliuri2013.wikispaces.com/home> for the exact timing of each day)

Time	Sun	Mon	Tues	Wed	Thurs	Friday
8:30-9:00		Warm-Up	Warm-Up	Warm-Up	Warm-Up	Warm-Up
9:00-10:15		Keynote	Keynote	Keynote	Panel Session	Final Design Studio
10:15-10:30		Break	Break	Break	Break	Break
10:30-12:00		Digging Deeper	Collaborative Conversations	Digging Deeper	Digging Deeper	Gallery Walk
12:00-12:30		Lunch	Lunch	Lunch	Lunch	Lunch and Reflection
12:30-1:15	Grad Intro	Collaborative Conversations	Digging Deeper	Collaborative Conversations	Collaborative Conversations	Grad Wrap-Up and Discussion (12:30-2:00)
1:15-3:00	Grad Reading and Discussion	Cool Tools / Hot Topics	Cool Tools / Hot Topics	Cool Tools / Hot Topics	Cool Tools / Hot Topics	
3:15-4:45	Grad Teamwork (3:30 Planning meeting w/ presenters)	Design Studio	Design Studio	Design Studio	Design Studio	
4:45-5:00	Break	Wrap-up	Wrap-up	Wrap-up	Wrap-up	
5:00-7:00	Kick-Off Working Teams			Team Building Group Dinner		